Course Syllabus: Instructional Improvement and Staff Development
West College of Education
EDLE 5683 Section DX1/X10
Fall 2021 Aug 22-Dec 11

Contact Information

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Course Description
Students will study how principals can support and improve excellence in classroom instruction for a diverse student population. Conferencing skills, observation techniques, evaluation techniques, peer coaching, classroom management, staff development, individual decision-making, and developmental supervision are some of the concepts to be examined.

Mission
Our mission, as a community of learners, is to prepare successful, reflective professionals through the use of best practice.

Beliefs
The West College of Education believes that learning changes both individuals and society. Developing resiliency and tolerance enhances an individual's potential. Through education, the individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self, contribute to an informed, democratic, and synergistic society. Our faculty continually strives to establish a reflective and collaborative community to enhance the potential of both the learner and society.

Course Catalog Description

Students will gain basic knowledge of ways in which principals can support and improve excellence in classroom instruction for a diverse student population. Conferencing skills, observation techniques, evaluation

techniques, peer coaching, classroom management, staff development, individual decision-making, and developmental supervision are some of the concepts to be examined.

Required Textbook & Instructional Materials

Glickman, C., Gordon, S. & Ross-Gordon, J. (2018). *Supervision and instructional leadership*: *A developmental approach (10th ed.)*. New York: Pearson. ISBN: 9780134449890

Kemerer, F., & Crain, J. (2016). *Texas documentation handbook: Appraisal, nonrenewal, termination. (6th ed.).* Texas School Administrators' Legal Digest. ISBN: 978-0-9852527-5-5 (Purchasing through the Bookstore seems to provide the best price)

Student Support Office Hours

M 10am-12pm, T 11am-12pm, W 4pm-5:30pm, Th 1pm-2pm

Course Objectives

By the end of the course, Leadership Candidates will be able to:

• Differentiate between traditional and dynamic schools.

• Evaluate and articulate supervisory beliefs and personal supervisory styles.

• Define and apply developmental and clinical supervision knowledge and skills to improve instruction.

• Develop and plan effective professional development based upon the instructional needs of teachers.

Texas Principal Standards

§241.55. Standards Required for the Principal Certificate.
(a) Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by

§241.70 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(b) School Culture. The principal:
    (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
    (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
    (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
    (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
    (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
    (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
    (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
    (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
    (9) develops and uses effective conflict-management and consensus-building skills;
    (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
    (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
    (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
    (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:
    (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;

(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;

(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;

(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;

(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;

(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;

(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;

(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;

(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;

(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;

(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;

(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;

(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;

(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and

(10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;

(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;

(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;

(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;

(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;

(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;

(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;

(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;

(9) develops, implements, and evaluates change processes for organizational effectiveness;

(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and

(11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;

(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;

(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;

(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;

(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(8) collaboratively plans and effectively manages the campus budget;

(9) uses technology to enhance school management;

(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and

(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

(2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

(3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;

(4) models and promotes the continuous and appropriate development of all learners in the campus community;
(5) ensures all students have access to effective educators and continuous learning opportunities;
(6) promotes awareness and appreciation of diversity throughout the campus community;
(7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
(8) articulates the importance of education in creating engaged citizens in a free democratic society;
(9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
(10) treats all members of the community with respect and develops strong, positive relationships with them.

EDLE 5683 Course Alignment to Texas Principal Certification

Domain I - School Culture (School and Community Leadership)

Competency 001-The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002-The entry-level principal knows how to work with stakeholders as key partners to support student learning.

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

Domain II - Leading Learning (Instructional Leadership/Teaching and Learning)

Competency 003-The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural need

C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004-The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

C.*Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

Domain III - Human Capital (Human Resource Management)

Competency 005-The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Competency 006-The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

    A. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
    B. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
    C. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

Domain V Strategic Operations (Alignment and Resource Allocation)

Competency 009-The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

    A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
    B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

Competency 010-The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

    F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

Domain VI - Ethics, Equity, and Diversity

Competency 011-The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

      C. *Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
      D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

Course Expectations

The Master of Education degree with a major in Educational Leadership prepares students for school leadership roles. The program provides opportunities for students to learn and apply knowledge, skills, and dispositions set forth in the National Educational Leadership Preparation (NELP) standards.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, follow the code of ethics and standard practices for Texas educators, and treat all members of the class with respect.

Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during class, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the

instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.

- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.

- Observing or assisting another student's work.

- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

Services for Students with Disabilities: In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Attendance: You will be required to post in each week's discussion board. You are also required to reply **to at least one** other student's discussion board post. This is seen as your weekly attendance in class. Failure to post, reply, or both will result in loss of points and would be the same as if you did not attend class.

Late Work: All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

Grading

Assignments	Points
Introductions- Discussion Post	10

Characteristics of Schools
   • Part 1 Characteristics of Schools (document)
   • Part 2 Discussion Post Examining School Environment
	5

Reflective Exercises- Educational Beliefs, Teaching, and Supervision	5
Adults as Learners	10
Supervisory Approaches Chart • Part 1 Discussion Post	10
Developmental Supervision Decisions	10
360 Degree Feedback	10
Designing Evaluation	10
Clinical Supervision Vignette- Discussion post	10
The Marginally Effective Employee- Discussion Post	10
Kemerer Activity: Documenting Instruction (Texas Teacher Evaluation and Support System (TTESS) (Discussion Post)	20
*Key Assessment 3A: Walkthrough Observation and Feedback	**40**
Dysfunctional Group Member- Discussion Post	10
School-wide Action Research Project Plan	20
*Key Assessment 4D: Professional Development Map	**40**
Chapters 20-22 Reflections	30
*Final Project (Key Assessment): Instructional Improvement Plan including Professional Development Map	**50**
Total Points	300

Total points for final grade.

Grade	Points
A	270-300
B	240-269
C	210-239
D	108-209
F	0-179

Additional Course and University Information

Projects Required

EDLE 5683 has three assessments that must be uploaded to TK20 for Texas Principal Certification candidates.

Extra Credit

No extra credit will be given for this course.

Important Dates
Last day for term schedule changes: Aug 23-26
Deadline to file for graduation: Oct 4 for May graduates
Last Day to drop with a grade of "W": Oct 25
Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Change of Schedule
A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy
A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

College Policies
Campus Carry Rules/Policies
Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process
Update as needed. Students who wish to appeal a grade should consult the Midwestern State University Undergraduate Catalog

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week	Activities/Assignments	Due Date	Reading
Week 1 Aug 23-29	Getting to Know Each Other Introductions - Flipgrid	Aug 29	Syllabus
Week 2 Aug 30-Sept 5	Part 1: Characteristics of Schools Assignment Part 2: Examining School Environment Discussion Post (p.38)	Part 1 and 2 due by Sept 5 Responses due Sept 8	Ch. 1-5 *Glickman, C., Gordon, S. & Ross-Gordon, J. (2018)*
Week 3 Sept 6-12	Educational Beliefs, Teaching, and Supervision-Flipgrid	Sept 12	Ch. 1-5 *Glickman, C., Gordon, S. & Ross-Gordon, J. (2018)*
Week 4 Sept 13-19	Adults as Learners (p.74)	Sept 19	Ch. 1-5 *Glickman, C., Gordon, S. & Ross-Gordon, J. (2018)*
Week 5 Sept 20-26	Supervisory Approaches Chart	Sept 26	Ch. 6-11 *Glickman, C., Gordon, S. & Ross Gordon, J. (2018)*
Week 6	Developmental Supervision Decisions	Oct 3	Ch. 6-11 *Glickman, C.,*

Week	Activities/Assignments	Due Date	Reading
Sept 27-Oct 3			*Gordon, S. & Ross-Gordon, J. (2018)*
Week 7 Oct 4-10	The Marginally Effective Teacher	Oct 10	Ch. 3 *Kemerer, F., & Crain, J (2016). Ch. 3*
Week 8 Oct 11-17	360 Degree Feedback	Oct 17	Ch. 6-11 *Glickman, C., Gordon, S. & Ross-Gordon, J. (2018)*
Week 9 Oct 18-24	Designing Evaluation	Oct 24	Ch. 12-14 *Glickman, C., Gordon, S. & Ross-Gordon, J. (2018)*
Week 10 Oct 25-31	Documenting Instruction	Oct 31	Ch. 4 *Kemerer, F., & Crain, J (2016)*
Week 11 Nov 1-7	Clinical Supervision Vignette	Nov 7	Ch. 15-20 *Glickman, C., Gordon, S. & Ross-Gordon, J. (2018)*
Week 12 Nov 8-14	***Key Assessment: Walkthrough Observation and Feedback**	Nov 14	
Week 13 Nov 15-21	Dysfunctional Group Member Discussion	Nov 21	Ch. 15-20 *Glickman, C., Gordon, S. & Ross-Gordon, J. (2018)*
Week 14 Nov 22-28	School-wide Action Research Project Plan	Nov 28	Ch. 15-20 *Glickman, C., Gordon, S. & Ross-Gordon, J. (2018)*
	*Key Assessment: Professional Dev Map	Nov 28	
Week 15 Nov 29-Dec 5	Chapter Reflections (Chapters 21-23)	Dec 1	Ch. 21-23 *Glickman, C., Gordon, S. & Ross-Gordon, J. (2018)*
Week 16 Dec 6-11	***Final Project (Key Assessment): Inst Imp**	Dec 6	All Chapters

Week	Activities/Assignments	Due Date	Reading
	Plan including Professional Dev Map		

References

National Policy Board for Education Administration. (2015). *Professional standards for education leaders*. Reston, VA: Author.

Texas Education Agency. (2018, Dec). *Chapter 241. Certifications as principal. Retrieved from* https://tea.texas.gov/sites/default/files/ch241a.pdf